

# guidance **INDEX**

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## SUBJECT INDEX

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## New SRA Guidance Publications

**Better Living Booklet, Improving Children's Learning Ability** by Harry N. Rivlin, Professor of Education, Queens College, Flushing, New York. (See review item No. 4)

**Junior Life Adjustment Booklet, Planning Your Job Future** by Emery Stoops, Administrative Assistant, Los Angeles County Superintendent of Schools Office, and Visiting Professor, University of California. (See review item No. 35)

**Life Adjustment Booklet, What You Should Know About Communism** by Alfred G. Meyer, Assistant Director, Russian Research Center, Harvard University. (See review item No. 33)

**How to Become A Better Reader** by Paul Witty, Professor of Education and Director, Psycho-Educational Clinic, Northwestern University. (See review item No. 24)

**The SRA Youth Inventory. Revised Manual.** H. H. Remmers, Professor of Psychology and Education and Director of the Division of Educational Reference, Purdue University; Benjamin Shimberg, a research psychologist with the Division of Public Health Nursing, U.S. Public Health Service; and Arthur Drucker, a research psychologist with the Personnel Research Section, AGO Department of Defense. (See review item No. 31)

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## Directions for Use

The **Guidance Index** lists the best current material in guidance and its related fields. The items are divided into two main groups. The first is material for the counselor, teacher, administrator, and professional worker; the second, for the student.

The title of the publication appears first, followed by the name of the author. The address from which it may be ordered is in brackets. This is followed by the date of publication, number of pages, and the price. An asterisk (\*) denotes material especially suitable for the elementary schools.

Every effort is made to list as many free and inexpensive (50 cents or less) publications as possible. A dagger (†) denotes this material. In this issue of the *Guidance Index* you will find:

55 items covering 39 subjects. 25 items are free or inexpensive.

**Note**

The material must be ordered direct from the issuing source. Orders for SRA materials accompanied by cash are sent postage prepaid. Orders to be charged will have a slight postage and insurance fee.

for the

## COUNSELOR, TEACHER, ADMINISTRATOR, and PROFESSIONAL WORKER

Items listed in this category give information on guidance and related fields: child development, personal adjustment, education, and vocational guidance.

### **Audio-Visual Education**

**1. Audio - Visual Materials, Their Nature and Use.** Walter Arno Wittich and Charles Francis Schuller. [Harper and Bros., 49 E. 33rd St., New York 16.] 1953. 564 pp. \$6.00. This new book was planned to serve as a text for undergraduate and in-service courses in audio-visual education. It describes the use of audio-visual materials and techniques as an integrated part of the overall educational program. The principals of using visual aids are followed by illustrations of classroom experiences with the material—chalkboards, maps, filmstrips, or recordings—under consideration and each chapter ends with a list of suggested activities and a selected bibliography. The illustrations which accompany the text add to its effectiveness by both their number and quality. School board members and administrators will find the book of value since their roles in the development and integration of an audio-visual program is also described by the authors.

### **Camps and Camping**

**2. Summer Magic.** Kenneth and Susan Webb. [Association Press, 291 Broadway, New York 7.] 1953. 159 pp. \$2.50.

The authors of this book, experienced educators and camp directors, describe the values which camps have to offer children. Self-reliance, cooperation, and improved physical coordination are only some of the benefits to be gained from camping experience according to the Webbs. Experiences

with children and camp staff personnel are used to illustrate such personal and social gains as a broadening of interests, an appreciation of nature, and respect for the personal worth of others, regardless of race or creed. There is a chapter for the parents of campers which discusses visits, letters, and gifts. The chapter titled "Questions for Parents to Ask" will help parents who are trying to choose not only a good camp but one which will benefit their own child. It covers the camp staff, the physical plant, safety precautions, other campers, and relationships between camp staff and parents of campers.

### **Child Psychology**

**3. Controls From Within.** Fritz Redl and David Wineman. [The Free Press, Glencoe, Ill.] 1952. 332 pp. \$4.50.

The methods used by the authors in dealing with the aggressive behavior of "children who hate" are discussed at length in this second report on the Pioneer House experiment. Although, as in the earlier book, the case examples are drawn from the problem behavior of emotionally disturbed children, the insights gained here are applicable to the "normal" child whose acting out of aggressive feeling is part of the normal behavior pattern. Redl and Wineman are particularly clear and specific in describing the use of supportive techniques—methods of helping the child to control his behavior in situations when his own controls threaten to break down in the face of what seem to him overwhelming frustrations and needs. This common sense discussion of the use of ego support in dealing with behavior prob-

lems will provide many practical suggestions for all who work with children. (*Children Who Hate. Guidance Index*, XV: 2, Feb., '52.)

**4. †Improving Children's Learning Ability. Better Living Booklet.** Harry N. Rivlin. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1953. 48 pp. 40c. Quantity discounts.

This booklet analyzes the various principles of learning and shows how parents and teachers can help children select what they will learn and learn more effectively. Some of the questions discussed are: What is the relationship between growth and learning in childhood? Is a child's learning based on his experiences? How can we help the child "want to learn"? How does active participation affect the learning process? How can parents and teachers best apply general principles to different types of learning, such as learning skills, information, appreciations, and problem-solving techniques? Harry N. Rivlin, the author of this booklet, is Professor of Education at Queens College, Flushing, New York.

**5. The Psychoanalytic Study of the Child.** Vol. VII. Edited by Ruth S. Eissler, Anna Freud, and Others. [International Universities Press, 227 W. 13th St., New York 11.] 1952. 448 pp. \$7.50.

The first section of this book will probably prove of most value to specialists in psychiatry and the social sciences since it is devoted to a symposium on the Mutual Influences in the Development of Ego and Id and presents in somewhat technical language the latest points of view regarding the inter-action and genesis of the id and ego. However, all persons in contact with children will find the selected papers which comprise the last and major portion of the book helpful since they give new insight into the inner life of children from infancy to adolescence. Subject matter is highly varied, including such topics as *The Role of Bodily Illness in the Mental Life of Children*, *Early Child Development in Relation to Degree of Flexibility of Maternal Attitude*, *Discussion of Techniques Used to Prepare Young Children for Analysis*, and *Clinical Notes on Aggression in Children*. Teachers will find of particular interest Gerald H. J. Pearson's *A Survey of Learning Difficulties in Chil-*

*dren*. Other well-known contributors to the volume include Anna Freud, Heinz Hartmann, Melanie Klein, and Melitta Sperling.

**Consumer Education**

**6. †Money Management, Your Recreation Dollar.** [Consumer Education Dept., Household Finance Corp., 919 N. Michigan Ave., Chicago 11.] 1952. 32 pp. 10c.

Leisure time, like money, can be mismanaged and wasted. This booklet proposes a closer look at the use of leisure time and suggests how more time can be freed for recreation by careful planning. It describes recreational opportunities around the home and in the community and suggests sources of information on other opportunities. In the discussion on vacations the booklet lists pointers which can make vacations less work and more play and sets forth a budget plan for financing a vacation. There is also a list of books, magazines, and clubs which will help in planning leisure time activities.

**Curriculum**

**7. American School Curriculum.** [Amer. Assn. of School Administrators, 1202 16th St., N.W., Washington 6, D.C.] 1953. 551 pp. \$5.00.

The thirty-first yearbook of the A.A.S.A. was prepared to help the superintendent in his primary function as a professional leader. It presents an educational philosophy for democratic citizenship which takes into account the needs of the individual and of society. The parts played by social institutions other than the school are discussed and the need for cooperation and understanding among home, school, and community is stressed. The chapters on curriculum developments in the elementary and secondary schools contain examples of curriculum changes that have been made, descriptions of how they were effected and of the role of teachers in curriculum improvement. In addition, there is a comprehensive discussion on evaluating both classroom and total school effectiveness.

**Education, Elementary**

**8. The Three R's in the Elementary School.** [Assn. for Supervision and Curriculum Development,

N.E.A., 1201 16th St., N.W., Washington 6, D. C.] 1952. 152 pp. \$1.50.

This important publication will be of interest to parents and school personnel alike. Teachers will find many suggestions for helping children learn and parents will better understand today's schools. Teaching the three R's in ways that are related to the child's interests and as part of an over-all plan of teaching rather than in isolated fragments of the school day are illustrated with examples from actual school situations. Throughout the book, there is emphasis on the existence of individual differences and on the necessity for recognition of and provision for these differences in curriculum planning. A final chapter brings out the need for finding better ways of using the functional approach in teaching, of evaluating children's growth, and of improving parent-teacher relationships and cooperation.

### **Education, General**

**9. Cooperative Procedures in Learning.** Alice Miel and Associates. [Bureau of Publications, Teachers College, 525 W. 120th St., New York 27.] 1952. 512 pp. \$3.75.

This book reports on a cooperative study involving classroom teachers and other school personnel trying to develop skill in working cooperatively with students. The staff of the Horace Mann-Lincoln Institute of School Experimentation worked with the participating schools in planning cooperative procedures. Some of the opportunities for these cooperative enterprises described are planning use of time, planning conduct in specific situations, and planning for the solution of school problems. Much of the material consists of transcriptions of group planning sessions paired with analyses of methods used and results achieved. The problems met by teachers in using group procedures receive consideration and will be of interest to all teachers concerned with meeting individual needs and developing leadership qualities in their students. The final chapter is a discussion of the teacher's role in group work and suggests problems for further study.

**10. Education and American Civilization.** George S. Counts. [Bureau of Publications, Teachers Col-

lege, 525 W. 120th St., New York 27.] 1952. 491 pp. \$3.75.

This book is concerned with the role of education in meeting the challenge of totalitarianism. The author discusses America's heritage and development from an agrarian to an industrial civilization in an effort to describe a concept of education which meets the needs of the present and future. It is Dr. Counts' opinion that education has lagged behind America's advances in other fields and that this lag is dangerous to the future of free society. The book should be of interest and help to educators and administrators who are working toward a curriculum which will prepare young people for the future.

### **Education, Higher**

**11. †Education Directory, Part 3, Higher Education.** Federal Security Agency, Office of Education. [U. S. Govt. Print. Off., Washington 25, D. C.] 1952. 178 pp. 45c.

This directory lists institutions which offer at least a two-year program of studies at the college level and meet certain minimum requirements. The schools are listed alphabetically by state and the location, accreditation, control, student body, highest level of training, enrollment figure, and names of administrators are listed for each school. The types of program offered, i. e., terminal-occupational, teacher preparatory, liberal arts, or professional, also are covered in the listing. The changes, additions, and deletions made since the last edition are noted in a separate section.

**12. Junior College Directory, 1953.** Compiled by C. C. Colvert and M. L. Litton. [Amer. Assn. of Junior Colleges, 1785 Massachusetts Ave., N.W., Washington 6, D. C.] 1953. 51 pp. \$1.00.

This directory lists junior colleges both within and outside of the United States. The schools are classified alphabetically by state, for those in this country, followed by those in Alaska, Brazil, Canada, etc. Information is given about type of control—whether public or private—location, administrative head, accreditation, and size of student body and faculty. The book's plan makes it of value to high school guidance counselors.

**13. Nature and Needs of Higher Education.** Commission on Financing Higher Education. [Columbia University Press, 2960 Broadway, New York 27.] 1952. 191 pp. \$2.50.

This report is the result of the Commission's three year study of higher education in the United States. It suggests means for mitigating the financial difficulties which colleges and universities face. The purposes and obligations of schools of higher education are also examined. There is a discussion of the conditions under which the obligations can best be met and a description of the financial difficulties in which higher education finds itself today. Possible sources of support are examined and certain ones—full support of research by the sponsor, increased support from corporations and unions, and financial aid from individuals and foundations—are proposed as being the best solutions to the economic difficulties.

### ***Education, Secondary***

**14. †Improvement of Holding Power Through A Continuous Study of Youth in School.** [Univ. of the State of New York Press, Albany, N. Y.] 1952. 56 pp. 25c.

This handbook on the dropout problem, which all educators face, traces the history of curriculum adjustment from the early private Latin School, through the modern public high school. In the second section, the findings of research regarding the causes of withdrawal from school are presented. Relationships between economic status, retardation, intelligence, sex, home status, and dropouts are examined and the predictive factors of three researchers are listed. A suggested action program, taking into account those factors related to the dropout problem, forms the third section of the handbook. A sample cumulative record sheet is bound into the book and there is self-rating guide listing policies which are related to the holding power of the schools.

**15. †Pupil Appraisal Practices in Secondary Schools.** Federal Security Agency, Office of Education. [U. S. Govt. Print. Off., Washington 25, D. C.] 1953. 111 pp. 50c.

This publication is a report of the Fifth National Conference on Life Adjustment held to point out to secondary school educa-

tors current practices, problems, and needed adjustments in pupil appraisal practices. The principal addresses, by Arthur E. Traxler, Ruth Strang, and others, are reported in full, while the panel discussion reports are summarized. Those attending the conference represented all phases of general and vocational education at the secondary level and anyone concerned with secondary education will find much of interest and value in this report of the conference proceedings. A bibliography of classified and selected references is included.

### ***Extracurricular Activities***

**16. †Youth Discussion: Patterns and Techniques.** [Junior Town Meeting League, 400 S. Front St., Columbus 15, Ohio.] 1953. 31 pp. Single copies, free.

This handbook, the newest in a series published by the Junior Town Meeting League, will prove of value to teachers and group leaders. The first two chapters present the purposes and essentials of a discussion, the third chapter describes in detail the panel, symposium, interview, and forum techniques, with special emphasis on the role of the discussion moderator, audience participation, and physical arrangements best for each technique. The decision about discussion technique should be made after an analysis of the purpose and nature of the group, and an evaluation of the resources available to it, according to the booklet. A final chapter reviews the high points of the handbook and makes suggestions which will help the inexperienced discussion sponsor.

### ***Growth and Development***

**17. Creative and Mental Growth.** Viktor Lowenfeld. Rev. ed. [The Macmillan Co., 60 Fifth Ave., New York 11.] 1952. 408 pp. \$5.00.

The author of this book writes for all teachers who hope to understand children's development. However, he has not neglected the needs of art teachers since much material on skills and techniques useful in art classes has been included. The first chapter describes the role of creative activity in elementary education, pointing up the ways in which such activity may help a child's adjustment and increase his knowledge of his surroundings. Following chapters trace the developmental stages through which

children pass from the preschool age to adolescence and relate emotional and mental growth to creative activity at these stages. A chapter on "The Art of the Handicapped" has been included because, in the opinion of the author, analysis of extremes often results in better understanding of what is usual.

### **Handicapped**

18. **†Building a Community's Curriculum for the Mentally Handicapped.** William J. Nolan. Bulletin No. 58. [State Dept. of Education, Hartford, Conn.] 1952. 24 pp. Single copies, free. Supply limited.

This bulletin was planned to help communities develop programs for the mentally handicapped. One premise on which the booklet is based is that, since the mentally handicapped person is more likely to spend his entire life within his home community, the educational plan for these individuals must be suited to local conditions. The author suggests community goals—discovering present status of educational programs for these children, the desirable direction this program should take, ways of achieving this goal, evaluating progress along the way, and planning for the future. He suggests personnel for groups working on different phases of the plan, cooperative procedures among the groups, and outlines of study which may be adapted to meet local needs. He has also included source material which will be of value to groups concerned with phases of the community study.

### **Human Relations**

19. **†Role Playing the Problem Story—An Approach to Human Relations in the Classroom.** George and Fannie R. Shaftel. [Natl. Conference of Christians and Jews, 381 Fourth Ave., New York 16.] 1952. 78 pp. 25c.

This pamphlet describes the values of sociodrama in the social and moral education of children. Some of these values lie in the fact that this technique permits experimentation with many solutions to a problem and an examination of the consequences of actions. The authors describe the characteristics of the problem story and offer sugges-

tions for the teacher in guiding role-playing sessions, illustrating the steps in a typical session. They describe some of the uses of sociodrama—in intergroup relations and with handicapped and mentally retarded children. There is also a bibliography listing references on many aspects of the use of sociodrama in the schools.

20. **What Is Race?** Dept. of Mass Communication of Unesco. [Columbia Univ. Press, 2960 Broadway, New York 27.] 1952. 87 pp. \$1.00.

This booklet presents information about the biological aspect of race. Three fundamental questions regarding the existence of a pure race, a superior race, and of absolute, unchangeable race differences are discussed and the facts of science regarding heredity are presented in simplified, easily understood manner. The illustrations by Jane Eakin Kleiman further clarify points made in the text. The appendixes contain suggestions for group discussion, the statements on race issued by Unesco, and an annotated bibliography of books related to the subject of race.

### **Juvenile Delinquency**

21. **†Reducing Juvenile Delinquency—What New York State Schools Can Do.** [New York State Youth Commission, 66 Beaver St., Albany 7, N. Y.] 1952. 34 pp. Apply.

This report, prepared by Dr. Ralph B. Spence, education consultant to the Youth Commission, presents the results of a study made by the Commission to discover ways in which schools could help prevent delinquency. The first part of the report describes the survey made of several thousand children in grades three through eight and the ten measures used in the survey. Six measures of delinquency were related to the child's adjustment and four to his school situation. This first section also describes the effectiveness of the different measures in predicting delinquency through an examination of the scores of 114 children who appeared before the courts within three years of the study. The second part of the booklet suggests ways in which the school can relieve the causes of delinquency, i. e., through closer cooperation with the home and community agencies and by making class activities more effective.

### ***Life Adjustment Education***

- 22. Life Adjustment Education in Action.** Franklin R. Zeran, Ed. [Chartwell House, Inc., 280 Madison Ave., New York 16.] 1952. 550 pp. \$6.50.

This book describes procedures which can increase the effectiveness of the secondary schools in preparing students for democratic citizenship. It relates elementary and adult education to the life adjustment education movement at the secondary level and points out ways both can contribute to successful adjustment by individuals. The contributing authors describe action programs whereby subject matter, i.e., in art, science, social studies, and mathematics, can be made more interesting and meaningful not only to students preparing for college but to those for whom high school marks the end of formal education. Guidance services, work experience, and the use of instruction material which allows for individual differences in interest and ability are also related to life adjustment education. Each chapter concludes with a summary and bibliography.

### ***Psychology***

- 23. Dynamic Psychiatry.** Franz Alexander and Helen Ross, Eds. [Univ. of Chicago Press, 5750 Ellis Ave., Chicago 37.] 1952. 578 pp. \$10.00.

This book describes the dynamic trend in psychiatry which followed the advent of psychoanalytic theory. In three sections, it offers an explanation of the fundamental ideas of dynamic psychiatry, clinical applications, and influence on allied fields, i.e., general medicine, experimental and animal psychology, and anthropology. The last chapter is a review of the influence of the system of ideas worked out by Freud on the subjects which pertain to man. Each chapter has been written by an expert, some of whom are Franz Alexander, Thomas M. French, Maurice Levine, and Margaret Mead.

### ***Reading***

- 24. How to Become A Better Reader.** Paul Witty. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1953. 300 pp. Cloth, \$3.88; paper, \$2.84. Quantity discounts.

This how-to-do-it book, prepared by Dr. Paul Witty, Professor of Education and Director of the Psycho-Educational Clinic at Northwestern University, is designed to help the reader to develop all the essential reading abilities. Its 20 lessons show the reader exactly what the benefits of better reading are and how he can build the specific reading skills, habits, and attitudes required to read better. Through using this book, the reader learns to check upon and to meet his reading needs; to tailor his reading to his purpose; to skim and otherwise read faster; to read rapidly for the main idea and carefully for details; to locate and evaluate reading materials; to do study type reading and to appreciate creative writing; to extend and improve reading vocabulary; to use the library and other reading aids; and to plan and carry out a balanced and increasingly mature reading program. In each lesson in the book, the reader does a number of practice exercises to train himself in a specific ability. At the end of each lesson, he takes rate, comprehension, and vocabulary tests to measure his standing; he then enters his scores in graphs whereby he keeps track of his reading progress. The book has an extensive bibliography of interesting books to read. It can be used to advantage by a pupil in junior high school or senior high school, by a college student, or by an adult. Because the book is self-administering and self-managing, it can be readily employed by a person who is working on his own or who is taking a reading course.

- 25. Improving Reading in All Curriculum Areas.** Compiled and edited by William S. Gray. Supplementary Educational Monograph No. 76. [Univ. of Chicago Press, 5750 Ellis Ave., Chicago 37.] 1952. 262 pp. \$3.25.

This monograph on the Fifteenth Annual Conference on Reading considers past progress in improving reading in the various areas of the curriculum and the problems which must be met in the future. Some of these problems are: the adjustment of activities and materials to individual differences; methods of meeting problems which exist on different levels and in different subjects; and coordination of efforts to improve reading into an all-school program. There is also a list of outstanding books published since the 1951 conference.

## School-Community Relations

**26. Print It Right.** [Natl. School Public Relations Assn., 1201 16th St., N.W., Washington 6, D.C.] 1953. 48 pp. \$1.50. Quantity discounts.

This handbook on planning, writing, and designing school public relations materials was planned to help school personnel and associations prepare better publications. The first part of the handbook treats specific types of printed material used by educators—reports, periodicals, leaflets, handbooks, and campaign materials. In the second part such aspects as copy, layout, illustration, and distribution are discussed. The handbook contains examples of good copy, attractive layouts, and different printing and distributing processes. There are also illustrations of actual school publications and references for more information on specific topics.

## Social Studies

**27. The Teacher of the Social Studies.** Jack Allen, Ed. [Natl. Council for the Social Studies, 1201 16th St., N.W., Washington 6, D.C.] 1952. 248 pp. Cloth, \$3.50; paper, \$3.00.

This, the twenty-third yearbook of the National Council for the Social Studies, is presented in two main sections. An introductory chapter considers the responsibilities and challenges associated with successful teaching in the social studies. The author of this chapter, James Quillen, includes in this discussion the activities which the staff of the Stanford Social Education Investigation describes as characteristic of the effective social studies teacher. The first section of the yearbook, on the pre-service education of social studies teachers, describes preparation for teaching at the elementary, secondary, and college levels. The second section describes good teaching practices and will be of particular interest to elementary and secondary school teachers. It also discusses the resources available for professional growth and relates the role of the social studies teacher to the school administration and the community.

## Student Personnel Services

**28. Prologue to Guidance.** Carroll H. Miller. [Colorado Agricultural

and Mechanical College, Fort Collins, Colo.] 1952. 66 pp. \$1.65.

This publication was planned for secondary school personnel in the early stages of developing in-service training for guidance in small communities. The author has not intended this book for use as a text but as a guide to the sources which develop the topics he briefly discusses. Some of these topics are the use of tests and other sources of information in studying the individual, using occupational and educational information in special or regular classes, and the administrative provisions which must precede and accompany a guidance program. The author outlines a professional library within a fifty dollar budget and supplements it with an additional fifty dollars. There is a discussion of the educational preparation of the guidance worker and of the duties which may be expected of him in addition to his guidance duties. A bibliography and a directory of publishers is included.

## Tests and Scales

**29. An Introduction to Projective Techniques.** Harold H. and Gladys L. Anderson, Eds. [Prentice-Hall, Inc., 70 Fifth Ave., New York 11.] 1951. 720 pp. \$6.75.

This volume contains contributions from 28 well-known authors. Among them are, in addition to the editors, William Henry, David Rapaport, Samuel J. Beck, and Raymond B. Cattell. Some of the projective tests which are discussed are the *Roscharch Test*, the *Four-Picture Test*, the *Thematic Apperception Test*, the *Rosenzweig Picture-Frustration Study*, the *Szondi Test*, and various word association and sentence completion methods. Principles underlying these and other projective techniques are discussed, as is also the extension of projective principles to objective tests. The last section of the book is devoted to the use of projective methods in therapy. Teachers located where school psychologists are available will find this book of particular interest.

**30. Introduction to Testing and the Use of Test Results in Public Schools.** Arthur E. Traxler and Others. [Harper & Bros., 49 E. 33rd St., New York 16.] 1953. 113 pp. \$2.50. In this publication the authors present a practical, helpful handbook for users of

objective tests, especially those users who are in the schools. Included in the book is an able, clear review of fundamentals of tests and measurements. The presentation follows through the planning of a testing program to the application of test results in guidance. The chapter on test results will be of particular value to those readers whose background in measurement theory is limited. Tabular material is carefully integrated with the text and is helpful to its exposition. Reference and suggestions for further reading follow each chapter.

**31. The SRA Youth Inventory.  
Revised Manual.** H. H. Remmers, Benjamin Shimberg, and Arthur J. Drucker. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1953. Specimen set, 75c.

This popular needs and problems inventory is designed for students in grades 7 through 12. The revised manual is printed in two parts: Examiner Manual and Technical Supplement. The Examiner Manual describes the values of the Inventory; how it should be administered, scored, and interpreted; and how it can be used most effectively in junior and senior high schools. Teachers will be interested in the list of problems that show a significant increase or decrease in frequency from grades 9 through 12. The Technical Supplement describes the development of the Inventory, complete results of a national survey, and presents evidence

of validity and reliability. Research workers will be particularly interested in the Technical Supplement. Teachers, Counselors, and school administrators will want to study the Examiner Manual. A specimen set includes both manuals.

### Vocational Guidance

**32. †Why Young People Fail to Get and Hold Jobs.** [Div. of Placement and Unemployment Insurance, New York State Employment Service, 1440 Broadway, New York 18.] 1951. 12 pp. Apply.

This pamphlet was prepared for the use of high school counselors and contains examples of some of the problems faced by young people in making the adjustment from school to jobs. The first of two parts presents examples of young people who failed to get jobs and points out the reasons for their failure. Some of the reasons cited are unrealistic wage demands, insufficient training, and unwillingness to adapt to entry requirements. In the second part, some of the reasons young people failed to hold jobs are given— inability to get along with others, lack of a sense of responsibility, and misrepresentation. Counselors will find the presentation of these concrete examples useful in preparing young people still in school to obtain and keep jobs, since it describes many problems which can be met and overcome in the schools.

## for the STUDENT

Items listed in this category are divided into two groups: Life Adjustment Material, which gives information about social, personal, and school problems; and Vocational Material, which gives information about occupations.

### LIFE ADJUSTMENT MATERIAL

#### **Current Affairs**

**33. †What You Should Know About Communism. *Life Adjustment Booklet.*** Alfred G. Meyer. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1953. 48 pp. 40c. Quantity discounts.

This booklet offers the student basic information on communism and will help him to understand better the struggle going on between Soviet Russia and the western nations. Based on the belief that an individual must know all he can about an opponent in order to put up the best possible fight, it presents the early history and basic tenets of the communist movement, shows the rise

of communism in Russia, and discusses the present-day government of the Soviet Union. After giving a brief picture of the life of the average Soviet citizen, the booklet goes on to discuss the role of Soviet Russia in world affairs. The last chapter is devoted to a discussion of methods used in fighting communism and offers the student specific suggestions regarding ways he personally can help maintain our way of life. The author is Alfred G. Meyer, Assistant Director of the Russian Research Center, Harvard University.

### **Libraries**

**34. Using Your High School Library.** Martin Rosoff. [The H. W. Wilson Co., 950 University Ave., New York 52.] 1952. 75 pp. 70c. Quantity prices.

This booklet on the use of the library was written for high school students but may also be used as a classroom text. The first four chapters each present a typical reference assignment—in biography, science, geography, and social studies—Involving the use of variety of reference tools. Only as much information is presented as is pertinent to the use of each tool, i.e., the card catalog, in the particular assignment. The fifth chapter on "Preparing the Report" describes note taking techniques and report writing. The last three chapters cover the library's resources for personal guidance and pleasure reading and offer suggestions for building a personal library, listing some worthwhile books available in paper-bound editions. There is also an achievement test in library skills which may be self-administered.

### **Occupation, Choice of**

**35. †Planning Your Job Future.** Emery Stoops. *Junior Life Adjustment Booklet*. [Science Research Associates,

57 W. Grand Ave., Chicago 10.] 1953. 40 pp. 40c. Quantity discounts.

How can boys and girls start now to make wise plans for the future? Parents and teachers know that finding the right kind of work requires preparation. This booklet is written to help boys and girls in upper elementary and junior high school get the facts they need in order to choose future jobs they will like and can do well. The important part that interests, abilities, and personality play in choosing jobs is discussed. Many helpful checklists are included and practical examples are described to help boys and girls see how knowing the things they like to do and understanding their special skills and talents can help them make wise vocational plans. Many interesting facts about jobs and suggestions on how to learn more about special jobs that appear interesting are given. The booklet is written in a clear, easy-to-read style and there are attractive, two-color illustrations. The author of *Planning Your Job Future* is Emery Stoops, Administrative Assistant of the Los Angeles County Superintendent of Schools Office, and Visiting Professor at the University of California.

### **Social and Personal Adjustment**

**36. Boy Trouble.** Rosamond du Jardin. [J. B. Lippincott Co., 227 S. Sixth St., Philadelphia 5, Pa.] 1953. 183 pp. \$2.50.

This book, a new Tobey Heydon story, takes Tobey, her friends and family through Senior Prom, graduation, and the summer between high school and college. Tobey's problems with boys are the ones most girls encounter—jealousy, crushes, and small quarrels—but her pleasures are also those of most young people. A summer job, a vacation at a nearby lake, and the company of her friends make her summer one to look back on with pleasure. Readers who have enjoyed Mrs. du Jardin's other stories about Tobey Heydon will want to read this one too.

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## **VOCATIONAL MATERIAL**

### **Armed Forces**

**37. †Officer Standards for All Branches of the Armed Services.** [Glamour's Job Dept., 420 Lexington Ave., New York 17.] 1953. 6 pp. 5c.

This fact sheet describes the qualifications that must be met by women desiring commissions in the armed services. The requirements for each branch are listed separately and the officer training courses, whether leading to a commission or training women who qualify for immediate commissions, are

described. The fact sheet quotes figures for base pay and rental and food allowances. It also discusses the technical training and off duty educational opportunities open to service women and lists sources of further information on specific branches or specializations.

### **Art**

38. **†Clothes Designer.** [Guidance Centre, (formerly Vocational Guidance Centre), Ontario College of Education, Univ. of Toronto, 371 Bloor St. West, Toronto 5, Canada.] 1953. 4 pp. 15c; 12c in Canada.

This monograph describes the work of designers in large and small factories and in custom shops. Willingness to meet seasonal pressures and the ability to predict fashion trends accurately are very important to a designer's success. The monograph discusses the conditions under which designers work, and states that a designer's salary is limited only by her talent and experience. The section on preparation will be of more interest to Canadian students but the discussion of the qualifications necessary to success, and on the advantages and disadvantages of being a designer are more widely applicable. The monograph also lists references for further reading.

39. **†Interior Decorator.** [Chronicle Guidance Publications, Moravia, N. Y.] 1953. 4 pp. 50c.

This brief on interior decorating describes the many and varied activities of the decorator. The hours, working conditions, and earnings are covered by the brief as are the differences between the work of a decorator employed by a large firm and one who is self-employed. In the discussion on training opportunities and requirements the brief lists the recommendations of the American Institute of Decorators and discusses the competitiveness of the decorating field. The brief also covers the employment outlook, related fields of work, and sources of further information.

### **Business and Management**

40. **†Careers in Labor Relations.** Robert Shosteck. [B'nai B'rith Vocational Service Bureau, 1761 R

St., N.W., Washington 9, D. C.] 1953. 6 pp. 20c.

The brief describes the growing importance of the labor relations field by quoting the increase in union membership over the past 20 years. The results of a survey among industrial labor relations directors are used to illustrate the work of this field. The pamphlet also describes the research and educational work for unions and the opportunities in government open to labor relations experts. Salary figures are given by both industry and size of organization. The personal and educational requirements—and the value of graduate study—are discussed and eastern, midwestern, and western schools offering training in labor relations are listed.

41. **†Time Study Man.** Vernard F. Group. Occupational Abstract No. 159. [Personnel Services, Inc., Peapack, N. J.] 1953. 6 pp. 50c. Special to students, 25c.

In this abstract the author describes the technique of time study. He explains the many elements—operations analysis, motion study—which enter into this work and lists the tools used by the time study man. The abstract predicts expanding opportunities, for women as well as men, in this field and mentions the industrial northeast, Ohio and Illinois as the areas where the greatest number of time study men are employed. It also discusses desirable preparation for this career, bringing out the current slight preference for men with college training but emphasizing the necessity for shop experience also. The abstract quotes salary figures and lists references for further reading.

### **Food and Beverages**

42. **†Baker.** H. Alan Robinson. Occupational Abstract No. 160. [Personnel Services, Inc., Peapack, N. J.] 1953. 6 pp. 50c. Special to students, 25c.

According to this abstract, the word "baker" rarely is used to mean a skilled craftsman, since the industry is largely mechanized and large numbers of unskilled and semi-skilled workers are supervised by a few master bakers. The work done by bakers in small shops and in large plants is described in the abstract which also states that "baking is mainly a man's occupation" but that

women are employed for operations other than actual baking. The pamphlet discusses opportunities for service-trained personnel and training—preferably a combination of trade school and apprenticeship—for others who wish to enter this occupation. It also contains information on unionization and on methods of entry into baking.

### **Health**

**43. †Career As Speech Therapist.** Robert Shosteck. [B'nai B'rith Vocational Service Bureau, 1761 R St., N.W., Washington 9, D.C.] 1953. 6 pp. 20c.

This brief explains the field of speech therapy—a new profession and one where a shortage of trained personnel exists. It describes the personality traits which are important to success as a therapist and, since no specialized schools offer training in speech therapy, advises college work leading either to a bachelor's degree in speech correction or in education with a speech major. Because of the shortage of therapists jobs are plentiful and starting salaries are good, according to the brief.

**44. †Dental Technician.** [Chronicle Guidance Publications, Moravia, N.Y.] 1953. 4 pp. 50c.

This occupational brief on the work done by the dental technician describes the occupation as one demanding a high level of ability at fine mechanical work and a great deal of patience. It also lists other important qualifications which the technician must have and discusses the conditions under which he works. While apprenticeship is the usual method of entry, a few schools do offer acceptable training courses and graduates of these courses are sometimes accepted as advanced apprentices, according to the brief. High school preparation, and employment outlook are some of the other phases of the field of dental technology which the brief covers.

### **Language**

**45. †Interpreter.** [Chronicle Guidance Publications, Moravia, N.Y.] 1952. 4 pp. 50c.

This occupational brief makes the point that jobs as interpreters seldom are dependent on language ability alone since the other re-

quirements of industry, research, or service organizations must also be met as few firms hire persons to do just interpreting. The brief lists the Latin American Institute and the American Institute for Foreign Trade as places training people for governmental and commercial service which include language instruction. The brief describes the advantages and disadvantages of being an interpreter and discusses ways of determining language aptitude and the activities which can help bring this aptitude to a high degree of competence.

### **Library Work**

**46. †Library Schools, Book List and Associations.** [Glamour's Job Dept., 420 Lexington Ave., New York 17.] 1952. 4 pp. 5c.

This fact sheet will be of interest to young people considering a career as a librarian. There is a list, by state, of accredited library schools and their addresses. In addition, there is a list of books and publications giving more information about library careers and library services.

### **Real Estate**

**47. †Careers in Real Estate.** Robert Shosteck. [B'nai B'rith Vocational Service Bureau, 1761 R St., N.W., Washington 9, D.C.] 1953. 6 pp. 20c.

This occupational brief describes the work of real estate salesmen. It discusses the personal qualifications necessary for success in soliciting buyers and sellers, bringing them together, and closing a transaction. Preparation for a career in real estate may be made in several ways, but specialized college training is preferred over the other alternatives described, according to the brief. Since earnings in this field are dependent on a number of variables, no figures, other than a 5 percent commission divided between broker and salesman, are quoted. The brief discusses advancement as a salesman and through transfer to a specialized area of the field and lists sources of further information.

### **Religious Work**

**48. †Methodist Service Projects, 1953.** [Interboard Committee on Christian Vocations, 1001 19th

Ave., South, P.O. Box 871, Nashville 2, Tenn.] 1953. 64 pp. Free.

This publication is the basic manual of vocational information of the Methodist Church. It is designed for use by young people and counselors and contains descriptions of short term and summer service opportunities as well as of lifetime careers. Education, evangelism, pastoral ministry, and social work are a few of the many vocational fields described by the booklet. There is also a discussion of the Selective Service Act as it affects those who have chosen church vocations. A bibliography of resource material and a directory of the personnel officers of the Methodist Church are included.

### **Repairing Services**

49. †**Shoe Repairman.** Occupational Guide No. 48. [Michigan Unemployment Compensation Commission, 7310 Woodward Ave., Detroit 2, Mich.] 1952. 13 pp. 25c. Quantity prices.

This guide on the occupation of shoe repairman in the state of Michigan contains information applicable to the rest of the country as well. It describes the kind of work done by the shoe repairman and the operations done by specialists in large shops. Working conditions and earnings in this occupation vary from shop to shop, according to the guide. The qualifications and training necessary in this occupation are discussed and the importance of actual shop experience is emphasized. The guide mentions the advantages and disadvantages of being a shoe repairman and includes a bibliography for further reading.

50. †**Watchmaker.** [Guidance Centre, (formerly Vocational Guidance Centre), Ontario College of Education, Univ. of Toronto, 371 Bloor St. West, Toronto 5, Canada.] 1952. 4 pp. 15c; 12c in Canada.

While this monograph on watchmaking contains some information applicable only to Canada, it also presents facts which are true of the trade in the United States. It traces the history of the development of modern timepieces and describes the conditions under which present-day watchmakers work. The personal and technical qualifications necessary for successful performance as a watchmaker are described. Opportunities for advancement and occupations related

to watchmaking are covered and there is, in addition, a list of references for further reading.

### **Retail Trade**

51. †**The Retailing Field for College Women.** [Simmons College, 300 The Fenway, Boston 15, Mass.] 1953. 4 pp. Free.

This guidance bulletin describes ways women college graduates, trained in retailing, can enter the field. While most of the stores offer specific job opportunities to trained personnel, some of the larger ones operate an executive training program. Under this plan an employee works in several departments before receiving a definite job assignment. The bulletin also describes high school and college preparation for a career in the retail field and quotes salary figures for beginning jobs. Personal requirements such as the ability to deal with people under varying circumstances are discussed.

### **Science**

52. †**Shall I Study Geological Science?** [Amer. Geological Institute, 2101 Constitution Ave., Washington 25, D. C.] 1952. 8 pp. Free.

This pamphlet explains the work and importance of geological science. It describes the field as a growing one and predicts many continuing opportunities for young people. The divisions within the field of geological science—seismology, mineralogy, geophysics, geochemistry, and paleontology, for example—are explained. The pamphlet states that the petroleum industry employs about 60 percent of the geologists and the federal government another large segment. It also describes the kind and amount of training necessary in this field and mentions the availability of financial assistance for graduate study. Salaries in government service are quoted as starting at about \$285.00 a month, those in industry at about \$325.00. There are sources of further information included.

### **Social Service**

53. †**Social Work As a Career.** [Committee on Personnel, Natl. Social Welfare Assembly, 1790 Broadway, New York 19.] 1952. 8 pp. 10c. Quantity prices.

This bibliography on social work positions lists recruiting material currently available from professional associations of social workers, national social welfare agencies, and commercial organizations. Title, author, audience—student or counselor—and price information is given for each publication. Since most of the material listed is either free or inexpensive, counselors with limited budgets will be interested in this publication.

**54. †What Is Psychiatric Social Work?** [The Amer. Assn. of Psychiatric Social Workers, 1860 Broadway, New York 23.] 1952. 11 pp. 15c. Quantity prices.

This pamphlet, written to answer questions asked by students and counselors about psychiatric social work, explains social work in general and the three types of social work—casework, group work, and community organization. It traces the development of psychiatric social work, one of the areas in social casework, from its origin prior to World War I and points out the ways in which it differs from other forms of social work. The opportunities open to the psychiatric social worker in child guidance and mental hygiene clinics and mental hospitals are described, as are the requirements for these positions. The pamphlet quotes salary figures for beginning and experienced personnel and lists approved schools. There is also a list of suggested readings.

### Writing

**55. †Journalism.** [Chronicle Guidance Publications, Moravia, N. Y.] 1953. 4 pp. 50c.

In this brief on journalism the work done by reporters, correspondents, feature reporters, and magazine and newspaper editors is described as are the special abilities needed by these people. The brief discusses the conditions under which journalists work, the pressure of deadlines, and the frequently irregular hours. The difference of opinion concerning the value of college training in journalism and the chief personal requirements of the field are brought out in the discussion. According to the brief the field is overcrowded and highly competitive but related fields will probably be capable of absorbing more people with journalistic training or experience in the future. The brief also discusses high school preparation and includes a list of references for further reading.

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